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ABSTRACT

This monograph describes, step-by-step, a coordinated system for involving former high school students, graduates, and transfer students in the evaluation of educational programs and services in American schools overseas. Although the system has been field-tested in an overseas setting, its use by schools within the United States requires only a few minor modifications. The book contains a general discussion of problems and procedures related to the evaluation of educational programs, a flow chart indicating the sequence for each stage in conducting a followup study, specific techniques for involving both students and staff, suggestions for developing and mailing the questionnaire along with recommendations on how to use and report the results. Questionnaires and related materials used in other high school followup studies are also included. (Author/PC)

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THE FOLLOW-UP STUDY: An Evaluation System for Improvement of Educational Programs and Services in American Schools Overseas

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Finally, we wish to reaffirm our deeply felt gratitude for the encouragement and support of our now departed friend and colleague, Thomas J. Johnson, who initiated this project and acted as its coordinator during the initial phases.

PREFACE

In the United States as well as other parts of the world there is today a growing demand by those who support both public and private schools for better management of the money being spent to educate their children. This pressure is being felt in American schools abroad and is characterized by two major elements, an increasing scepticism about the effectiveness of modern day schools and a deepening concern about the rising costs of education in a period of rapid inflation. Under these conditions parents and other contributors have become more insistent in their demands to know how their money is being spent and the results of such expenditures. These have formed the basis of what is more commonly referred to as the "accountability movement."

Simply stated, accountability is an effort to determine the degree to which a given program meets the needs or goals for which it was designed, and at what cost. Although the need to examine some educational programs for such factors is great, it soon became apparent that the basic concept of accountability as it has been used in business and industry - that is, you are given a task to do, the resources to do it, and then evaluated to see how well you did it - does not lend itself well to a system for educating human beings. First of all, it is rare to find a school with sufficient resources to accomplish all the objectives which have been assigned to or assumed by it. Second, one cannot be held

accountable for the behavior of others over which one does not have complete control. The latter point is particularly significant in most schools where the primary aim is to help students become increasingly capable of making wise decisions for themselves.

Nevertheless, members of any profession can certainly be held accountable for their own behavior, and it is within this framework that the procedures and practices in this monograph are presented. In short, those who use and support our educational institutions can and should hold educators accountable for providing them with the best program possible from the resources that are available.

As most people see it a good accountability model is also a good management model, and wise management in schools today is among their highest priorities. This fact was stated in an interesting way by the Michigan State Chamber of Commerce in a recent document on accountability when they said "Accountability in education does not mean that we expect an educator to work harder, but we do expect him to work smarter." Under such circumstances most educators in recent years have devoted a great of time to analyzing the needs of students, the goals and objectives of their programs, the delivery systems they use, their evaluation procedures, and their methods of reporting the outcomes of programs to parents and the public in general, all basic elements in a typical accountability model.

This being so, where does one begin? Most have found it helpful to start by asking the question, "Accountable to whom?" for it is the answer to this question that determines the means by which one can accurately evaluate the outcomes. Human needs vary, and it is impossible to determine for <u>what</u> it is that schools should be held responsible until they know to <u>whom</u> it is that they are primarily accountable. Having reached agreement on the target population, the way is then open for selecting relevant objectives for a program and assigning valid priorities among them. Without either, an accurate evaluation is not possible.

Few school systems would deny that children are the focus of their efforts. Thus, it follows that the success of programs in these schools should be judged on the basis of student outcomes. When this is so it is obvious that the school system should try to be accountable to students, i.e., should try to meet the needs of students. In determining how well this is being done, the students themselves should be actively involved, and the follow-up program is a popular means by which this can be achieved.

Good follow-up studies provide valuable information from students for designing and evaluating the school's programs and services, but they require careful planning and wise management. Poorly planned studies demand a price too high in dollars, time and energy. This may be the main reason so few are attempted.

With this in mind the authors, in conjunction with their respective schools and the Office of Overseas Schools, set out to design and field test a follow-up system which would continuously provide information about students necessary in planning and evaluating school programs, activities and services. A special effort was made to develop a system which was inexpensive both in dollars and staff time. Our experiences are presented here for your consideration.

J.W.C.
G.F.
N.A.T.

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PART I

EVALUATION AND ACCOUNTABILITY

PART I

EVALUATION AND ACCOUNTABILITY

James W. Costar
Michigan State University

Introduction

Are our Overseas American Schools getting better or worse? Are they more productive some years than others? Are they stronger in some aspects than in others? How well do we know the answers to these questions?

The accountability movement in Education has recently sharpened the interest of elementary and secondary school educators in evaluating the degree to which the schools in which they work are effective in carrying out their various functions. Resulting pressure from all sides for better management practices in schools has increased the demand for sound evaluation studies that provide objective data useful in making more valid decisions regarding the quality, quantity, and kind of educational programs most appropriate for a given school or school district.

Why Evaluate

There are several reasons why, at a given point in time, the decision might be made to evaluate an educational program, not the least of which would be to determine the degree to which it is meeting the needs of the pupils it serves. The primary aim, of course, is usually to make improvements in the program. In addition to these more

compelling reasons there are often valuable side benefits to an evaluation study which make it even more worthwhile to undertake. As examples, it is an excellent means of:

1. involving parents, teachers, and administrators directly in certain activities of the school program, e.g., an accreditation study,
2. helping students understand what services and curricular offerings are available to them,
3. gaining support for the extension and improvement of programs in those areas where they are weak or nearly non-existent,
4. providing needed publicity within the community for programs which are unusually effective, and
5. focusing in-service training programs for teachers, counselors, and administrators, upon the unique needs of both individual pupils and the student body as a whole.

When to Evaluate

Evaluation is best when it is a continuous process. This is because it is difficult to discern progress or deterioration without a frame of reference in which one can accurately assess trends as well as current status. It should also be pointed out that the breadth of a typical overseas school program is such that it would require an unusually large investment of time, energy, and material resources within a single budgetary year in order to make

a complete analysis of all offerings at the same time. A yearly expenditure of this magnitude is both unwise and impractical. Thus, dividing a broader and more expensive study into smaller segments which can be carried out in a continuous year by year program is not only more effective but also more economical in both the time and resources which are necessary, providing it is well planned and coordinated.

It is also true that greater returns can be expected from the side benefits mentioned earlier when there is a continuous examination of varying aspects of the program constantly in progress rather than a massive evaluation carried out once every five or ten years. Focusing upon only one part of the program at a time makes it more comprehensible to those who are expected to use the results, and consequently makes it easier to gain their interest and support.

What to Evaluate

The underlying basis for any school evaluation should be the behavior of the pupils for whom its programs were designed. Obviously, the behavior expected must be succintly described in terms which can be easily measured. Usually this description, if it is available at all, is found in the proclaimed aims and objectives for that segment of the school program to be included in the study. From student behaviors, inferences can be drawn about the effectiveness

of the educational offerings presumed to have facilitated their development.

However, valid inferences regarding the "cause and effect" relationship between student behavior and an educational program are not always easy to make. (Problems related to this will be discussed in a later section.) As a consequence, most evaluation studies have been only quantitative descriptions of programs and services available to students along with the administrative structure under which they operate, e.g., college preparation program, vocational program, guidance program, athletic program.

Other approaches to evaluation described later in more detail (Pages 5-7) attempt to gather data which provide a more precise analysis of the results which can be attributed to a specific program and its various parts. Each has its own strong points, and all have certain limitations.

Whichever type of study is attempted, it is important that consideration first be given to the development of a long range plan for continuous evaluation which clearly establishes the order in which specific segments of the school program will be selected for evaluation and how much emphasis will be placed upon each part of the study. By this means, the questions of <u>what</u> to evaluate and <u>when</u> to evaluate can

be meaningfully related while, at the same time, the depth of the study for each aspect of the program can be regulated.

Common Approaches to Evaluation

Since pupils do not live in an environment which is sufficiently controlled for sophisticated research purposes, it is always difficult to attribute any changes in their behaviors to a single broad factor such as school attendance, and even more difficult to relate them to either curricular, extra-curricular, or guidance activities alone. However, logic tells us that most school activities have the potential for changing pupil behavior, and common sense helps us determine which kinds of data we can accept as evidence that the behavior changes we see are related to participation in a particular school program.

For instance, with an effective guidance program operating in a high school, we would expect to see a reduction in the number of: (1) cultural conflicts, (2) failing grades, (3) course changes, (4) discipline cases, and (5) problems which students say they have. On the other hand, we would also expect to see an increase in the number of students who: (1) are able to state a career choice, (2) voluntarily use guidance and counseling services, (3) are able to find meaningful work experiences, (4) are satisfied with their enrollment in college and other educational programs following graduation, and (5) are referred for special assistance by their teachers.

Three different approaches to the evaluation of educational programs have been regularly employed in the past. One approach is simply that of surveying the present status of a program being offered and the staff which offers it. In short, it is a comprehensive description of a program as it currently exists.

Another common approach is a modification of the one described above. In this case, two or more surveys are made at predetermined intervals in order to determine what changes, if any, occur in either the program or the pupils during a specified period of time. This method attempts to describe those changes which take place when the program is meeting its objectives.

The third is the most difficult and, therefore, less often used approach. It goes beyond a simple description of what currently exists or what changes have taken place by introducing the element of quality, i.e., determining what value can be attached to the changes which are observed. The question, "What effect does the program have?" asked in the second approach now becomes, "How effective is the program in accomplishing its aims?" The latter question lends itself more readily to experimental designs and probably comes closer to evaluation in the truest sense of the word.

Very often this method of evaluating school programs is avoided because of the difficulty one usually encounters in finding universally accepted criteria against which to make

judgments, e.g., changes which are acceptable to one parent are rejected by another, standards which seem reasonable to one teacher are not seen in the same way by others. Whichever approach is used, the general procedures to be followed are very much the same and must be clearly specified in the planning phase as in the manner described on pages 14 through 16.

Who Should Be Involved?

In addition to determining the best approach to use, it is also important for one to consider, "Who should be involved in making the study?" Should it include only members of the faculty in what is typically thought of as a "self-study?" Should students and parents be involved? Should use be made of consultants from outside the school system?

The extent to which any of these people are involved as part of the evaluation team will vary with the purpose for which the study is being made, the areas to be examined, the resources that are available, and their willingness to serve. In some cases, a representative sample of all who are influenced by the program should be included.

A related question which must also be answered is, "How should different members of the study team be involved?" For instance, outside consultants might be asked to either (1) do the study, (2) organize local participants and supervise them in a "self-study", or (3) act as a resource person when interpreting the findings. Teachers and parents might be asked to

simply collect information about the program or they might be invited to serve as evaluators and generators of new ideas for improving the program as well. Such a wide range of possibilities exist for including an assortment of people that an overall plan describing the manner in which consultants, resource people, and staff will be utilized must be developed before the study begins.

Logic says that a prominant role in the evaluation of educational programs should go to those for whom the programs exist - the students themselves. Pupils who have been through a program are in a unique position to offer both valuable objective information and interpretations of its meaning, whether they have graduated, transferred, dropped out, or are still enrolled in the school. Information of this nature from students and former students is gathered by means of a follow-up study. Although there are many problems associated with conducting follow-up studies, they can, in most cases, be quite easily overcome with good management practices. The result is a wealth of useful information for modifying the instructional, administrative, and guidance practices of the school.

PART II

THE FOLLOW-UP PROGRAM

PART II

THE FOLLOW-UP PROGRAM

James W. Costar
Michigan State University

Steps in Conducting a Follow-up Study

Just as in the United States, the prime objective of any overseas American school is to help each pupil rise to the highest level of his potential as a human being without destroying the uniqueness of his or her own personality. To accomplish this is an enormous task which requires that educational programs be tailor-made to meet the unique needs and characteristics of each child.

The follow-up program is designed to provide teachers, counselors, and administrators with up-to-date information about the characteristics and needs of students, both present and past, useful in evaluating the effectiveness of the curricular offerings, instructional techniques, and guidance services available to pupils who are currently enrolled. Such information regarding students' impressions of the adequacy of their educational experiences is gathered from graduates, dropouts, transfers, and those who are currently enrolled in order to adapt various aspects of the school program to the unique and everchanging needs of the student body. In short, accountability stresses that schools desiring to measure the degree to which they have been successful in meeting their objectives must study their product -- former students.

A major question which is always asked when the concept of accountability is applied to an educational setting is: "Accountable to whom?" To those who support the school financially? To the parents of the students? To the students themselves? In most cases the answer is - in some degree - "to all", and few would argue that pupils should receive the least consideration.

To conduct a follow-up study in an overseas school presents some difficulties not found to the same degree in schools located in the United States. This is particularly true in studies of those who have graduated or transferred to schools in other countries. It is often heard said that former students of overseas schools have no permanent address, they just cannot be found, or they have no loyalty to the school and, consequently, do not cooperate in evaluation activities. Unfortunately it is also true that follow-up studies of those who are promoted to another grade level or to another building within a school system are seldom conducted though they are no more difficult to administer in an overseas school setting than anywhere else, and the data are just as valuable.

Because of the seeming obstacles, overseas educators are inclined to overlook this important aspect of evaluating their programs in order to concentrate on an activity often less productive but more easily administered. Many beliefs about the difficulties in carrying out follow-up studies in overseas schools are unfounded, and where there are com-

plicating factors they are often quite easily overcome with wise planning and skilled management. The most important preparation task is to develop a good attitude toward the study on the part of students, i.e., willingness to participate. The follow-up system described in a later section of this pamphlet has been designed and tested with that as its major objective.

Some General Considerations

WHEN

The point was made earlier that a follow-up program should be continuous in its design. There are two main reasons for this. First, it provides a larger bank of longitudinal data from which more valid conclusions can be drawn. And second, many of the various administrative steps either do not need to be repeated or are less expensive in time and effort when studies are conducted on a yearly basis. The latter point will be described in considerable detail later on in this chapter.

Many schools maintain contact with all their graduates during the first five years after they leave school although survey questionnaires are usually sent to them only during the first, third, and fifth years. Unfortunately, this procedure is less often followed with transfers and almost never with dropouts.

Since the cost of such an extensive program is often prohibitive, some schools only follow one class during the

the five year period, and at the end of that time, select a new class. This practice provides three follow-up studies of a given class at points in time after their graduation when their perceptions of the adequacy of their high school training may be quite different, i.e., the first year they are in a position to evaluate their preparation for entry into college or the job market, the third year their success in college or on the job, and the fifth year their ability to complete or obtain a promotion.

Thus, the "when" of a specific follow-up study actually depends upon the objective one is trying to reach. Different time periods after leaving school provide different kinds of information. When studies are carried out after ten years or more it is presumed that the former student will be in the best position to sense the degree to which his or her elementary and secondary education were helpful in "preparing for life". Information of this type is most often gathered in an informal way such as at homecoming celebrations or class reunions.

BY WHOM

Initial impetus for engaging in follow-up activities must usually come from the building administrator. Where there is a trained counselor he is often the person designated to coordinate the program and to provide assistance to the parents, school board, and staff when using the results.

An excellent first step is to form a faculty advisory

committee consisting of members representing all grade levels and subject areas. This committee should serve as a "sounding board" for ideas related to developing the questionnaire, contacting former students, interpreting the results, and reporting the findings. Where follow-up studies are an annual affair rotating membership on the committee is effective.

Both students currently enrolled and alumni are helpful in conducting follow-up studies. Active participation by students before they leave school is a significant factor in the development of the "cooperative attitude" described earlier as so essential. Alumni are not only useful in locating former students, they are also the most effective source of support for the program.

Whether alumni, parents, or interested members of the community, the follow-up program is an excellent place to utilize community volunteers as substitutes for the regular professional staff. In fact, once the program has been designed and developed by professionals, it is easy to train an aide to coordinate all aspects of the program short of interpreting and using the findings. The nature of the follow-up program and its significance to the total school program lend a greater feeling of importance and enjoyment to the work of a volunteer in this area than do many other school activities in which they might otherwise find themselves engaged.

POW

Most follow-up studies in the past have been so poorly done that little importance could be attached to the results, and because of poor planning, the amount of work was so great that there was little incentive to repeat the experience for at least five years. However, this need not be. Well planned programs of the type described in Part III of this pamphlet not only reduce the work and cost to a reasonable level, but also increase the value of the findings through the use of better questions and by obtaining a higher percentage of returns. Because of the complexity of the task, a flow chart such as the one on pages 34 and 35 is essential.

Once the basic steps have been agreed upon yearly modifications can be easily made. The following are the major activities included in a management model for follow-up studies of graduates the first year after leaving school. They are listed here in the order in which they normally occur during both the preparation and implementation years along with approximate dates which can be readily changed from year to year and school to school.

Preparation Year

STEP	DATE	ACTIVITY
1	Nov. 15	Assign dates and staff responsible for each activity in the two-year sequence of a follow-up study.
2	Nov. 21	Meet with teachers of subject areas to establish priorities and objectives

		and to develop questions covering those areas included in the study.
3	Dec. 1	Meet with administrators to establish objectives and develop questions to be asked in their area.
4	Dec. 5	Meet with counselors and other pupil personnel workers to develop objectives and questions to be asked in their area.
5	Jan. 21	Devise the questionnaire and covering letter.
6	Mar. 7	Duplicate first draft of questionnaire.
7	Mar. 21	Meet with both the junior and senior classes to explain the format of the follow-up study, review the letter they will receive, and go over all questions in the survey instrument.
8	Mar. 23	Administer the questionnaire to a small sample of seniors and assign each senior a "buddy" from the junior class who will assume the responsibility for knowing where the senior can be reached during the following year when the study will be carried out.
9	Mar. 24	Revise and duplicate the final draft of the questionnaire.
10	May 1	Meet with the senior class to go over revisions which have been made in the questionnaire and to get firm mailing addresses for the following year.

Implementation Year

STEP	DATE	ACTIVITY
11	Nov. 7	Prepare Christmas letter which will be used to up-date addresses later in the school year.

12	Nov. 18	Up-date mailing addresses of graduates, transfers, and dropouts.
13	Dec. 7	Mail Christmas letter.
14	Jan. 15	Revise mailing address list from responses to the Christmas letter.
15	Feb. 1	Prepare and mail questionnaires.
16	Feb. 15	Tabulate data from returns and up-date the list of mailing addresses for the third time.
17	Mar. 1	Develop follow-up letter for those who did not respond.
18	Mar. 15	Send out follow-up letter.
19	Apr. 1	Make preliminary analysis of data, prepare rough draft of report, and send second follow-up letter, if necessary.
20	Apr. 15	Type and duplicate final draft of report.
21	May 7	Submit report to professional staff for reactions and suggestions.
22	May 1[illegible]	Submit report to present senior class for interpretations, suggestions, and experience with how the data is analyzed and used.
23	June 1	Summarize and evaluate staff and student reactions for use with future follow-up studies.
24	June 2	Submit final report to superintendent or principal for distribution.

Developing and Mailing the Questionnaire

Making a good questionnaire may be more difficult than it at first appears. Usually there is more than one problem to overcome. Will essay questions bring back the kind of information we want? Or will the objective type be better?

Will checklists assist or restrict the thinking of the respondent? How long can the questionnaire be and still elicit a good response? Of the many formats which have been used, which form should this one take? (See examples, pages 57-74.)

Few will deny that the questionnaire should be as short as possible and still collect enough data to make the study worthwhile. Even a postcard on which there are only two or three questions is better than nothing. (See pages 57 and 58.) However, a postcard in the mail is often overlooked by the recipient as unimportant "junk" mail or discarded. This is especially true when the questionnaire is received by the students' parents who must make some judgment regarding which letters are worth forwarding.

A questionnaire two pages in length on paper 8½ x 11 inches is about the maximum size one can expect a former student to fill out without becoming resistant the moment he opens the letter. It is even better if the questions are printed on both sides of one sheet. Long questionnaires portend trouble from the beginning; and as mentioned earlier, they are not necessary when follow-up studies are conducted on a regular yearly basis.

The type of question depends upon the circumstances, particularly the nature of the response which is desired. Most studies include a combination of both questions to which a response can be quickly made by making a check mark in a space which is provided and those which are open-ended, pro-

viding the respondent with an opportunity to express his or her feelings as well as facts. Small print which is difficult to read and spaces too small for written responses also reduce the number of returns.

The kinds of things one might ask depend upon the purpose of the study and the peculiar interests of the staff. Certainly questions need not be restricted to an evaluation of the curricular offerings. Follow-up studies are a useful means of collecting student opinions regarding the broad aims of the school, administrative structure, facilities, student services, and student activities as well. Pages 29-32 of this document contain a list of typical questions which are asked in five broad areas.

Other valuable sources of information for developing questions are the guidelines for self-studies and evaluation activities used by different accrediting associations. Most accrediting procedures include an analysis of the opinions of former students; and such data, when available from recent studies, is invaluable at the time the school's status is under review.

The expense of mailing the questionnaire from an overseas school can be considerable. This is especially true because the percentage of returns will increase considerably if a self-addressed return envelope is also included for easy return of the completed questionnaire. Some prefer to print the questionnaire in such a way that both the student's

address and the return address can be placed on the back along with the necessary postage. After answering all the items, the respondent need only refold the questionnaire with the return address showing, staple, and mail. (For an example, see pages 59 and 60.)

It is even more expensive if the necessary amount of postage is placed on the return envelope as is often done in studies within the United States. Because most students who graduate or transfer from overseas American schools eventually leave the country, this is not likely to be a common practice. To do so would be quite difficult and the small increase in the number of questionnaires returned is seldom worth the effort.

The expense factor adds importance to the prior preparation of the students which must take place in order to obtain the maximum return on the first mailing. Even then it is usually necessary to send out a reminder or second appeal for responses. For the same reasons mentioned in regard to the first mailing, another questionnaire should be included in the second mailing.

This raises the question as to whether the questionnaire should be coded in some way so that those who fail to return their questionnaires can be identified for the second mailing. A common procedure is to simply number each person on the mailing list and then to place a corresponding number on each questionnaire or return envelope. It then becomes an easy clerical task to match the numbers at a later date and to

identify those people who failed to respond. Without such identification the only alternative is to send a second questionnaire to everyone on the original mailing list.

There is no clear solution to this problem. Whichever procedure is adopted usually depends upon local circumstances. The answer may rest with the amount of prior planning and preparation which took place. When the questionnaire is sent to a former student in a surprise fashion every effort must be taken to protect his identity in order to increase the likelihood that he will respond. Under these circumstances a complete second mailing is almost essential. (See page 66.)

Where prior discussions with former students regarding the means by which the identity of individuals will forever be protected, concern is reduced; and apprehension regarding the identity of respondents is not a significant factor influencing the number of returns. However, when coded questionnaires are used, it is absolutely essential for both legal and ethical reasons that the respondents be fully aware of this procedure in advance. Disguised letters on the questionnaire or a number secretly placed under the stamp on the envelope are easily found and can lead to disaster.

The covering letters to former students in the study should be friendly, informal, and attractive. For many this will be the first and only contact they have had with the school since leaving. The letters themselves often bring greetings for certain staff members, requests for help, or

unsolicited comments, both positive and negative. Such letters should not go unanswered Future studies, as well as the general image of the school, are at stake.

Preparing the Report

Disseminating the results is often the weakest part of the follow-up program. Failure to effectively package and distribute the findings can be a crucial factor contributing to the failure of the study to attain its goals. A dollar saved at this point may really not be a saving at all when the truth of the matter is that items about students are not only an essential part of an evaluation study, but are also one of the most popular types of public relations information.

The primary objective of this phase of the follow-up program should be to prepare an interesting, as well as accurate, summary of the findings for distribution both within the school and the community. Such a report need not be long but should include the purpose of the study, specific objectives, a brief description of procedures which were followed, tables or graphs showing the results, conclusions, and recommendations. An even shorter version composed of results, conclusions, and recommendations might be prepared for mailing to former students who participated in the study since they are already familiar with its purpose and procedures. (Including a copy of your list of mailing addresses of former students in the study is not only appreciated but

also a good way to help maintain completeness of the list for future studies by making it easier for graduates to keep in contact with each other.)

Within the community there are many organizations and groups anxious to receive this kind of information. Local newspapers and radio and television stations are usually willing to devote space and time to a discussion of the findings and the implications of the study. With their help it is possible to reach a much larger audience. Students, too, can be helpful, especially with oral presentations before parent and civic groups.

Overcoming the Difficulties

Most of the things one usually hears about that are said to make follow-up studies in overseas schools nearly impossible to conduct are the same ones we hear in schools at home. In most cases, they are more imaginary than real, stemming from the experiences of those who attempt to conduct a study only once every five or ten years with little or no preparation between. Under such circumstances there is no doubt that the staff becomes skeptical of the results, up-to-date addresses are difficult or impossible to find, students are neither interested nor cooperative, the results are seldom used, and the expenses are inordinately high. Experience with a study of this type discourages us from attempting another.

Thus, it is not surprising that only a few of the more

enterprising and energetic schools make a serious effort to keep in continuous touch with their former students. Below are some of the typical handicaps one can expect to encounter. There are also suggestions for things to try in order to overcome them with a minimum expenditure of time and resources, keeping in mind that sound advance planning is probably the single most facilitating factor.

HANDICAPPING FACTORS	HELPFUL SUGGESTIONS
1. Little support from teachers and other staff members	Orient teachers and administrators to their need, in order to create the best learning environment for every pupil, for data concerning the abilities, needs, interests, and goals of the types of students who are likely to attend their classes. Create an advisory committee representing the entire staff as the first step in establishing the follow-up program to insure that the goals of the program are those endorsed by the staff. Provide the maximum number of opportunities possible for active participation by all staff members who are interested and willing. Communicate the findings of the study to the staff as soon as possible, and arrange for sufficient time to discuss their significance for revisions of the instructional programs and special services for students. Assure the staff that a strong effort will be made to gain

	Board and financial support for the improvements which are indicated.
2. Lack of addresses of former students to be contacted	Inform students before they leave school regarding the procedures that will be used to keep in touch with them over the years to come.
	Create a "buddy system" between each member of the junior and a member of the senior classes in order to provide a better communication link between the school and those who graduate, dropout, or transfer.
	Establish a permanent system of correspondance, such as birthday or Christmas greetings, with each student at the time he leaves school for any reason. (See pages 67 and 68.)
	Assign the responsibility for maintaining a list of permanent up-to-date mailing addresses to a specific member of the staff or volunteer aide who senses the importance of its completeness and accuracy.
3. Lack of time to conduct the survey and tabulate the results	Train volunteer aides or paraprofessionals to do all the clerical tasks such as mailing the questionnaires and tabulating the returns.
	Use aides to relieve teachers from less important assignments in order that they might work on the follow-up program.
	Make provisions for certain classes to provide stenographic and tabulating assistance as student projects during the school day.

	Assign portions of pre-school and in-service training programs for staff participation in the follow-up program.
4. Insufficient returns for valid conclusions	Orient students beforehand to the follow-up program, its purpose, structure, and importance to the students who are or will be enrolled in your school, emphasizing the important role each former student has in insuring the validity of the findings.
	Have exit interviews with all transfer students and dropouts to explain the importance of their responses and the need for obtaining any change in their addresses.
	Ask other former students in the same college or community to contact those nearby who have failed to return their questionnaires.
	Use interviews instead of mailed questionnaires with uncooperative persons, especially those who were suspended or dropped out of school.
	Keep the questionnaire short, easy to read, and easy to return.
	Explain how the respondent's identity will be protected.
5. Lack of funds	Limit the areas to be covered during a given year to those in which the information is most urgently needed.
	Contact only one type of school leaver: graduate, transfer, or dropout.
	Where classes are large, use

	scientific sampling techniques, but only after explaining to the students beforehand why it is that some will be contacted and others will not.
	Involve the total staff in reaching an agreement on the priority the follow-up program might have over other worthwhile school expenditures.
6. Little use made of the findings	Initiate in-service training programs for improving staff skill in bringing about both personal and program changes based upon research data.
	Share the findings with outside consultants who will be working with the staff during the year.
	Base requests for changes submitted to the School Board upon both current and longitudinal data gathered in the follow-up program.
	Increase parental understanding and support through meetings and conferences called for the purpose of sharing and analyzing the findings of each study.
	Exchange the findings with other Overseas American Schools which are conducting similar studies.
7. Lack of sufficient knowledge regarding follow-up techniques	Because little regarding follow-up studies has been published recently, most of the helpful suggestions are in books and articles which appeared some time ago. Such as:
	Baer, Max F. and Roeber, Edward C., Occupational Information, Its Nature and Use,

Chicago: Science Research Associates, 1951, pp. 278-324.

Evaluation of Local Vocational Education Programs, East Lansing, Michigan: College of Education, Michigan State University, March, 1968, pp. 32-49.

Hitchcock, W.L., The Follow-up Service, Atlanta, Georgia: State Department of Education, 1965.

Hollis, J. W., and Hollis, L. U., Organizing for Effective Guidance, Chicago: Science Research Associates, 1965, pp. 392-396.

Ledvina, L. M., "A 100 Per Cent Follow-up," The Personnel and Guidance Journal, October, 1954, pp. 90-93.

Norris, W., Zeran, F. R., and Hatch, R. N., The Information Service in Guidance, Chicago: Rand McNally & Co., 1966, pp. 313-329.

Pucel, D. J., Nelson, H. F., and Wheeler, D. N., "Questionnaire Follow-up Returns as a Function of Incentives and Responder Characteristics," The Vocational Guidance Quarterly, March, 1971, pp. 188-193.

Using the Results

Since the primary purpose of the follow-up program is to collect information which will be helpful in making improvements in the various school programs and services, failure to make full use of the results is a valid reason for not doing the study at all. In those cases where the objectives

are not accomplished, it is more often because of dwindling interest and fatigue than lack of resources. When long periods of time are allowed to develop between the analysis of the data and implementation of changes it is inevitable that enthusiasm for the project should fade away.

Failure to act is often the result of unclear goals and objectives. Objectives stated in behavioral terms at the beginning make it easier to communicate what it is that needs to be accomplished (goals) and what evidence is needed to show that the goals have been attained. Objectives of this kind might be stated either in terms of changes in the behavior of students or of the staff. In the latter case, it was mentioned earlier that data should be collected which will not only assist in the evaluation of <u>what</u> is being offered but, also, the <u>way</u> it is being offered. Knowledge which can assist in the modification of instructional and management techniques within a school is as readily obtainable as that which can be used to make improvements in the curriculum. This is to say, the follow-up study can help evaluate the process as well as the product. The following are examples of ways in which the follow-up program has been used to improve the educational process.

1. Modernize and clarify program goals and objectives
2. Assign priorities for the distribution of both staff and material resources
3. Define and re-define professional staff roles

4. Define roles and training programs for volunteer aides and paraprofessionals

5. Design more effective delivery systems for both instruction and student services

6. Utilize community resources to a greater extent than in the past

7. Recognize and incorporate into the management system effective leadership among the staff

8. Improve public relations both inside and outside the school system

Within the broad areas listed above, there are an untold number of occasions when follow-up data about former students will be helpful in making wise decisions concerning the internal operations of the school. The following are only a few of the questions which this type of information can help to answer.

PROGRAM AREA	COMMON QUESTIONS
Improving the Curriculum	Are our graduates prepared for college work?
	Is there sufficient career development emphasis in our courses?
	Do we need to add courses? Delete courses?
	Are our text books and materials up-to-date?
	Is there an extra-curricular activity in the school suitable for each child? Do they all participate?
	Is the homework too demanding?
	Should social adjustment receive greater emphasis? Less?

Stimulating Better Teaching	How well do we individualize instruction?
	Do our facilities enhance the learning process?
	Is there a good learning atmosphere within the school?
	Are our teachers good social models for their students?
	Is there early recognition of potential dropouts?
	Do teachers recognize and take into consideration individual differences in the learning styles of pupils?
	Are teaching materials plentiful and interesting?
	Is there a choice of teaching styles and classroom organization available to students?
	Are classroom aides being properly used?
	Is teacher morale sufficiently high?
	Are grading practices reasonable to teachers and acceptable to students?
Increasing the Effectiveness of Guidance Services	How well do we know each student as an individual?
	Is the testing program measuring the right things?
	Do students have adequate assistance with career planning?
	Can a student obtain counseling when he wants it?
	Are students enrolling in the colleges and post-secondary

	educational programs most suitable for them?
	Do teachers understand and carry out their guidance responsibilities?
	Are dropouts and non-collegebound graduates receiving adequate help in finding jobs?
	Is printed information about occupations and colleges plentiful and readily available to students?
Improving the Administration of the School	Are the philosophy and goals of the school clear to both staff and students?
	Are students smoothly and efficiently admitted to the school?
	Do students transferring to other schools encounter any unusual difficulties?
	Are staff roles clearly defined and monitored?
	Are school costs excessively high?
	How do students view the discipline code?
	Is money for school activities and materials being spent effectively?
	What might be done to improve the learning atmosphere of the school?
Establishing Better School-Community Relations	Are parents fully informed regarding the effectiveness of all school programs and activities?
	Does the School Board understand the need for specific school improvements?
	Are channels of communication between the home and school clear to parents and effective?

Should the school be working more closely with local businesses and industries?

How might the school have a more meaningful relationship with host nationals?

What is the best way to maintain contact with former students?

It is important to remember that those who are expected to use the results should have the major role to play in the formulation of the questions. Since there is only a limited number of questions to which former students can be expected to respond in a given study, it seems wise to concentrate the first year on the staff members in the department or area with the highest interest and enthusiasm, if not the greatest need. After all, it is as important to know what the school is doing well as it is to recognize areas of weakness, and to forcefully explore by this means an area in which there is a great deal of resistance and anxiety on the part of the staff may jeopardize subsequent studies and eventually the entire follow-up program.

PART III

THE TEHRAN FOLLOW-UP PROGRAM

PART III

THE TEHRAN FOLLOW-UP PROGRAM

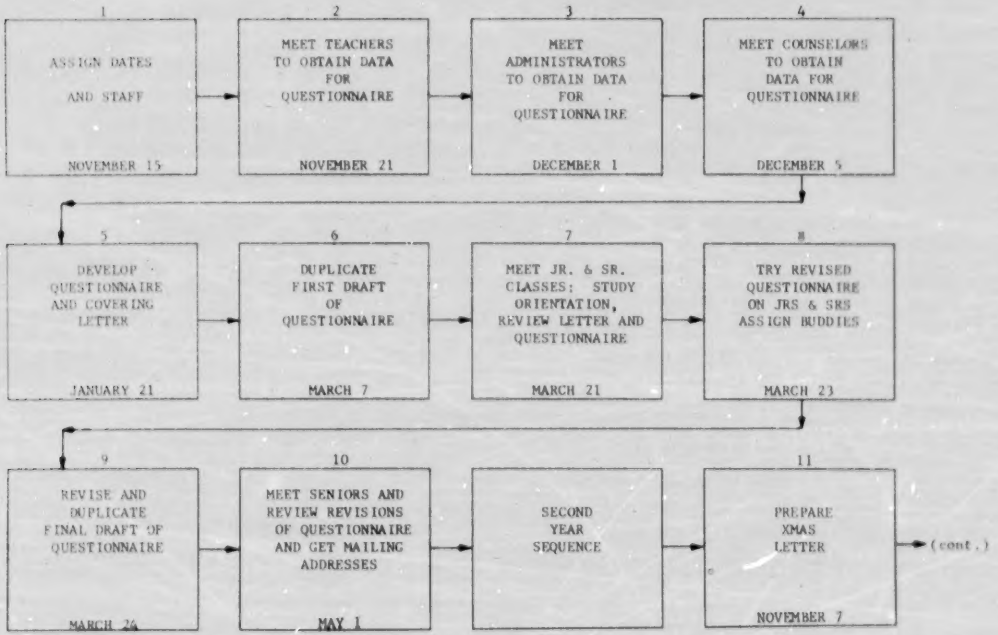
Glenn Fosnot and Neil A. Thomas
Tehran American School

Background

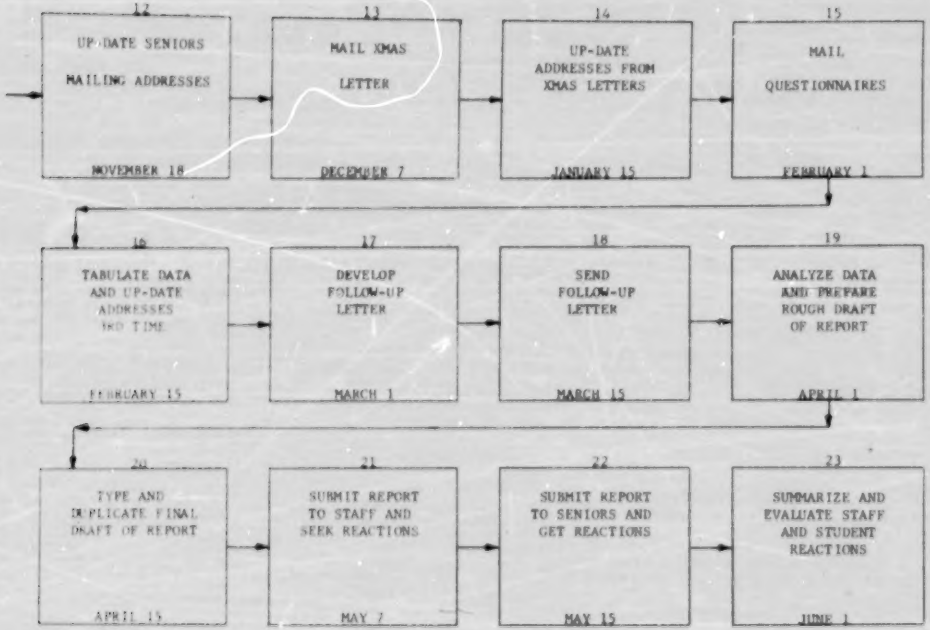
Prior to 1973, the Tehran American School had never gathered follow-up information about its former students except on an informal basis. The program described here was developed, with the assistance of a small grant from the United States Department of State, Office of Overseas Schools, to provide a continuing system for gathering such data which would be both relatively easy to administer in an overseas American school and inexpensive in terms of money and staff time. The project has now completed its first phase which was limited, for purposes of a field trial of the system design, to the graduates of the class of 1972. Subsequent studies will include not only the graduates but students who transfer to other schools in the United States and abroad. The program management model also includes procedures for contacting former students three and five years after graduation as well as the first year.

The basic design for a single follow-up study includes activities over a two-year period. (See flow chart on pages 34 and 35.) The first year is thought of as the preparation year and focuses primarily on developing positive staff and student attitudes toward the program to insure maximum cooperation in returning the questionnaires and utilizing the

FLOW CHART FOR FOLLOW-UP STUDY (FIRST YEAR)



FLOW CHART FOR FOLLOW-UP STUDY (SECOND YEAR)



results. Staff activities center primarily around the development of the specific objectives of the study and design of the questionnaire. During the second year, the implementation year, the questionnaire is sent, the results are analyzed, and the final report is prepared.

It is assumed that the follow-up program will continue to evolve during the years ahead until a system has been developed which is fully adapted to the unique characteristics and resources of the Tehran American School. For instance, plans are already being made to host an annual Christmas party for the 30-40% of each graduating class who return to Tehran the following year during the holiday season. It was found that this is an excellent way to build support for the follow-up program, to locate those with whom the school has lost contact, and to make last minute corrections in mailing addresses.

Staff Involvement

The main impetus for the development of this follow-up program at the Tehran American School came from the school administration, especially the school superintendent and the high school principal. After the initial efforts to obtain necessary funds and to establish a cooperative relationship with Michigan State University, the responsibility for coordinating the management system was given to the Director of Guidance.

Following the preliminary planning meetings attended by

the counselors, administrators, and an outside consultant, efforts were made to immediately involve the teachers and heads of departments. It was from this group that a list of priorities was evolved which became the guidelines for delimiting the areas to be included in the first study, formulating questions which were to be asked, and setting dates for the beginning of each phase. See the activities schedule on the following pages. (For yearly studies see pages 53-6.)

Because of the desire of the staff to obtain firsthand knowledge of the procedures employed, no volunteers or aides were used during this first study. School secretaries did make the tabulations of responses to the questionnaires. In the future, volunteer aides will be trained to perform all the assignments in the management system except those which require professional training, e.g., defining objectives, establishing priorities, and interpreting the findings.

The Questionnaire and Mailing

The questionnaire used in the 1973 Tehran follow-up study, shown on pages 43-45 is the result of numerous informal meetings with the faculty, two revisions of the basic instrument stemming from meetings with both the senior class and the faculty to discuss the items on the questionnaire, and a subsequent pilot administration of the instrument with a small sample of students. Now that it has been actually employed in the first follow-up study of this type at the school further changes are expected to be made before it is

Flow Chart For
Follow-up Activities Schedule Class of 1972

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
		School Year - 1971-72				
1	72	Assign Dates and Staff	November 15 1971			
2	72	Meet Teachers to Obtain Data for Questionnaire	November 21 1971			
3	72	Meet Administrators to Obtain Data for Questionnaire	December 1 1971			
4	72	Meet Counselors to Obtain Data for Questionnaire	December 5 1971			
5	72	Develop Questionnaire and Covering Letter	January 21 1972			
6	72	Duplicate First Draft of Questionnaire	March 7 1972			
7	72	Meet Jr. & Sr. Classes: Study Orientation; Review Letter, Questionnaire	March 21 1972			
8	72	Try Revised Questionnaire on Jrs & Srs Assign Buddies	March 23 1972			
9	72	Revise and Duplicate Final Draft of Questionnaire	March 24 1972			

Flow Chart For
Follow-up Activities Schedule Class of 1972

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
10	72	Meet Seniors and Review Revisions of Questionnaire and Get Mailing Addresses	May 1 1972			
		School Year - 1972-73				
11	72	Prepare Xmas Letter	November 7 1972			
12	72	Up-Date Graduates Mailing Addresses	November 16 1972			
13	72	Mail Xmas Letter	December 7 1972			
14	72	Up-Date Addresses from Xmas Letters	January 15 1973			
15	72	Mail Questionnaires	February 1 1973			
16	72	Tabulate Data and Up-Date Addresses 3rd Time	February 15 1973			
17	72	Develop Follow-Up Letter	March 1 1973			
18	72	Send Follow Up Letter	March 15 1973			

Flow Chart For
Follow-up Activities Schedule Class of 197_

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
19	72	Analyze Data and Prepare Rough Draft of Report	April 1 1973			
20	72	Type and Duplicate Final Draft of Report	April 15 1973			
21	72	Submit Report to Staff and Seek Reactions	May 7 1973			
22	72	Submit Report to Seniors and Get Reactions	May 15 1973			
23	72	Summarize and Evaluate Staff and Student Reactions	June 1 1973			

used again. Some of the changes were those suggested by the former students who participated in the study.

Since an estimated 85% of the graduates of the Tehran American School were thought to go on to some form of additional schooling, the question of major concern to teachers and administrators was: "How well are they doing?" Thus, most of the information sought through this first study in the follow-up program centered around the college and post-secondary school experiences of former students.

The questionnaire form was made simple in design and short. Many of the questions that could have been asked were not because it was felt that a long detailed questionnaire would reduce the percentage of returns. This would either cause a reduction in the validity which could be attached to the findings or increase the costs of the study for a second printing and mailing. Follow-up telephone interviews used in stateside studies to increase the number of returns are impractical in an overseas school.

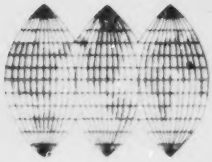
Because of the good relationship which seemed to exist between the faculty and students at the time of this study, it was not felt that any special coding was necessary to protect the identity of the respondents. However, it is recognized that some former students may feel more free to state their feelings in writing if all questionnaires are treated with a high degree of confidentiality, and a form of coding may be employed in future studies. Of course, the names of

students were not included in any reports which were made available to members of the staff and community. The entire questionnaire and the covering letter are found on pages 43 through 45.

Steps to develop an accurate list of permanent mailing addresses were taken during the first year, preparation year, of the program as shown in the schedule of activities found on pages 14-16 of the previous section. Students were encouraged before they left the school to send back any changes in their addresses which occurred during the year. A "buddy" from the junior class was assigned to keep in touch with each graduating senior, and an early Christmas letter, page 46, was used the following year to make a last minute accuracy test of the list shortly before the questionnaires were mailed. Responses to the letter were so helpful that plans are being made for next year to send a "keep in touch" letter earlier in the fall followed by a Christmas card or letter in early December.

Most of this work was handled by the secretary in the guidance office. Sixty percent of the questionnaires were returned after the first mailing. Approximately five weeks later a follow-up letter (page 47) was sent to everyone seeking responses from those who did not respond to the first request. Eight additional questionnaires solicited by this means reaised the percentage of returns to 74%. A second follow-up letter (page 48) and questionnaire raised

American School
Tehran, Iran



Box 2200
A.P.O. New York 09205
Phone 770-129 770-130

Dear

I need just a few minutes of your time. If I can have that I'll be grateful for your help.

I'm enclosing a questionnaire that we are sending to all of your classmates. You'll probably recall that I showed this to you in your English classes, discussed its purpose and reviewed the questions with you. Some of the questions may not apply, if that's the case please complete those that do and return them in the stamped and addressed envelope to me. I'm the only one who will see your responses and since you know I don't talk, feel free to answer frankly.

Sincerely,

Glenn Fosnot

P.S. Thanks to those of you who wrote in response to our Christmas letter. We're always glad to hear from you.

Address correspondence exactly as follows: American School, Box 2200, APO New York 09205
Mail addressed to individuals will be returned.

QUESTIONNAIRE

1. Name _____

2. Home Address _____

3. College _____

4. Your college address _____

5. College Course or Major _____
(Please be specific - i.e., if engineering, give type of engineering)

6. Total time spent at T.A.S.: Circle one - ½ 1 1½ 2 2½ 3 3½ 4 _____ yrs.
more

7. Please list subjects you are taking this year in college or technical school, and grades received in that subject for the last grading period. If you are not or have not been enrolled in school since leaving T.A.S. just write "none" in the first column.

COURSE	GRADE	COURSE	GRADE
_____		_____	
_____		_____	
_____		_____	

8. What were the reasons for selecting your college or school? (Please number from 1 to 3 in order of importance, number 1 being the most important.)

Academic strength	____	Physical facilities	____
Campus & buildings	____	Recommended by friends	____
Control (church, state, private)	____	Location	____
Family tradition	____	Suggested by teachers or counselor	____
Programs offered	____	Parent's choice	____
Size	____	Other (specify)	____

9. How would you evaluate your preparation in the specific subject areas below while at T.A.S.?

	(please name last course taken)	Excellent	Adequate	Inadequate
		(CHECK ONE)		
Art	_____	_____	_____	_____
English	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____
Music	_____	_____	_____	_____

	(Last course taken)	Excellent	Adequate	Inadequate
History	_____	_____	_____	_____
Science	_____	_____	_____	_____
Foreign Languages	_____	_____	_____	_____

Comments: If inadequate, why? _____

_____

10. Are there specific courses or topics in any of these areas which most other students in your college classes had but you did not and for which you feel a need?

_____

_____

11. How could the Guidance Department have been more helpful to you while you were in High School? _____

_____

_____

12. In what way could T.A.S. have better helped you make a choice of a Univeristy or College? _____

_____

13. What are the one or two most positive impressions you have of T.A.S.?

_____

The most negative? _____

_____

14. Do you feel that T.A.S. being located overseas was an advantage to you, with respect to your college preparation? _____. A disadvantage?

Why? _____

15. Can you suggest any way in which T.A.S. could make the overseas experience more meaningful to students? _____

_____

_____

16. Do you have any additional comments or suggestions not included above which may be helpful for improving T.A.S.?

_____

American School
Tehran, Iran

Box 2200
A.P.O. New York 09205
Phone 770-129 770-130

Dear

Greetings from all your IAS friends. I thought you might like to hear a few items of interest from your alma mater.

We started school in late August with about the same number of students with which we ended in May. This will no doubt be our largest senior class to date. We have 75 students now and the number seems to grow slowly each week. Total enrollment now stands at 1,450 and we are bursting at the seams. We have leased a large house back of the school and are converting it into a facility for 6th grade. Plans for relocating in the hills east of Gulf District are being finalized and we hope to be able to move part of the school in the fall of 1973.

This year we have provided for a possible five days of snow. The mountains to the north of the school are now covered about one third of the way from the top. We may need those five days, but we're hoping we don't.

The football season has just ended. We played only six regular games plus the All Star game - the Raiders finished first, unbeaten. We hope to have an active basketball season. - We have three new courses in the schedule this year; second year German, a Great Books Seminar and an English Lab course. The latter for those who want to build a better English background before college.

Our high school administrative staff is the same this year as last. Mr. Johnson, Superintendent; Mr. Thomas, Principal; Mr. Thompson, Business Manager and Mr. Anderson, Director of Athletics. Mr. Elliott and I hold forth in the Guidance Office still. Mr. Johnson is functioning at top level in spite of much wheel chair time. He underwent additional surgery a month ago but is now moving around on crutches. In a short time he is expected to throw those away.

You may have many questions you'd like answered. If you do, I'd like to hear from you (but don't use my name on the envelope - address to Guidance Office). What new and exciting experiences have you had? Can you give us a better address than the one we used for this letter? If you write, we'll try to answer any questions you have.

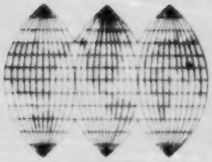
Have a Merry Christmas!

Cordially,

Glenn Fosnot

Address correspondence exactly as follows: American School, Box 2200, APO New York 09205
Mail addressed to individuals will be returned

American School
Tehran, Iran



Box 2200
A.P.O. New York 09205
Phone 770-129 770-130

Dear

I find it hard to realize that six weeks have gone by since I last wrote to you. We were only mid-way through our basketball season then and now we've terminated a good year. We had one of the best clubs we've ever had. I think that's only natural though. The bigger we get the better we should get.

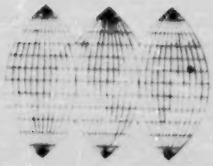
Getting better is part of the reason I'm anxious to have you return that questionnaire to me. Just as Westinghouse's business is progress, ours is improvement. If we don't hear from our customers we may point ourselves in the wrong direction.

Thanks for your help.

Glenn Fosnot

Address correspondence exactly as follows: American School, Box 2200, APO New York 09205
Mail addressed to individuals will be returned

American School
Tehran, Iran



Box 2200
A.P.O. New York 09205
Phone 770-129 770-130

Dear

Anytime of the year is busy I know. Perhaps the questionnaire I sent you a few weeks back hit you at a bad time. I don't suppose anyone has ever gotten a 100% response to a questionnaire but that's what I'm shooting for. To be of value to my study I need your response.

In view of the possibility you misplaced the questionnaire I'm enclosing another copy just in case.

Sincerely,

Glenn Fosnot

Enclosure:

Address correspondence exactly as follows: American School, Box 2200, APO New York 09205
Mail addressed to individuals will be returned

the final proportion of returns to 80%. Plans were made to review this phase carefully at a later time in an effort to increase the percentage of returns in the next study.

Costs

Actual costs for the study were provided for mainly through the regular school budget. Every effort was made to keep them within reasonable bounds in order to insure continuation of the program. In the final analysis, the 1973 follow-up study was shown to have cost about $.95 per questionnaire returned. This, of course, did not include the salaries of the staff who carried out their assignments as part of their regular duties. Major costs were for mailing the questionnaires and providing postage paid envelopes for their return. With questionnaires being sent to various parts of the world, expenditures in this category can reach a significant amount. However, regular yearly studies allow shorter instruments, increase the rate of returns for the first mailing, and subsequently lower annual costs.

Tabulation and Final Report

Because of the nature of most of the questions, the responses were mainly written comments of a subjective nature. Tabulation consisted mostly of copying down the statements under each of the questions. Where more objective data were sought, such as in questions eight and nine, the number of people who checked each category were added and

then divided by the total number of respondents in order to express the findings on a percentage basis.

Preliminary conclusions were first drawn by the guidance director and then submitted to members of the faculty and senior class for acceptance or revision before being entered into the final report. Following this, meetings were set for reporting to the Parent-Teacher Association and the School Board. Discussions and interpretations were also encouraged at these meetings. Notes taken at all of these meetings were edited and filed for use by the faculty and administration both in the management and revision of programs and services and the early planning phases of the next study.

Looking back we can say that the general impressions obtained from the study were as valuable as the factual information. The morale of most staff members was improved by the knowledge that, in the minds of former students, there are some things that the Tehran American School and the community it serves are doing very well. On the other hand, weaknesses also became more evident, and from this information a more profound assessment is being made of the current philosophy, aims, and objectives of the school. Follow-up data were particularly helpful in the identification of new courses which might be added to the curriculum and in the recruitment of new staff. Finally, it became very apparent that this cooperative effort of students,

teachers, and administrators to assess the programs and activities of the Tehran American School resulted in vastly improved public relations. The communications process is now considerably better both between students and staff and between the school and community.

APPENDIX

		Pages
1.	Composite Flow Chart for Yearly Follow-up Studies	53-56
2.	Postcard Questionnaire	57-58
3.	Easy Return Questionnaire	59-60
4.	Address Postcard	61-62
5.	St. Clair Follow-up Questionnaire	63-66
6.	St. Clair Birthday Card	67-68
7.	Michigan State Department of Education Questionnaire	69-74

Composite
Flow Chart For
Follow-up Activities Schedule

Class of 1972 & 1973

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
		School Year - 1971-72				
1	72	Assign Dates and Staff	November 15 1971			
2	72	Meet Teachers to Obtain Data for Questionnaire	Novembe[illegible]1			
3	72	Meet Administrators to Obtain Data for Questionnaire	December 1 1971			
4	72	Meet Counselors to Obtain Data for Questionnaire	December 5 1971			
5	72	Develop Questionnaire and Covering Letter	January 21 1972			
6	72	Duplicate First Draft of Questionnaire	March 7 1972			
7	72	Meet Jr. & Sr. Classes: Study Orientation; Review Letter, Questionnaire	March 21 1972			
8	72	Try Revised Questionnaire on Jrs. & Srs. Assign Buddies	March 23 1972			
9	72	Revise and Duplicate Final Draft of Questionnaire	March 24 1972			

Composite
Flow Chart For
Follow-up Activities Schedule

Class of 1972 & 1973

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
10	72	Meet Seniors and Review Revisions of Questionnaire and Get Mailing Addresses	May 1 1972			
		School Year - 1972-73				
11	72	Prepare Xmas Letter	November 7 1972			
1	73	Assign Dates and Staff	November 15 1972			
12	72	Up-Date Graduates Mailing Addresses	November 18 1972			
2	73	Meet Teachers to Obtain Data for Questionnaire	November 21 1972			
3	73	Meet Administrators to Obtain Data for Questionnaire	December 1 1972			
4	73	Meet Counselors to Obtain Data for Questionnaire	December 5 1972			
13	72	Mail Xmas Letter	December 7 1972			
14	72	Up-Date Addresses from Xmas Letters	January 15 1973			

Composite
Flow Chart For
Follow-up Activities Schedule

Class of 1972 & 1973

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
5	73	Develop Questionnaire and Covering Letter	January 21 1973			
15	72	Mail Questionnaires	February 1 1973			
16	72	Tabulate Data and Up-Date Addresses 3rd Time	February 15 1973			
17	72	Develop Follow-Up Letter	March 1 1973			
6	73	Duplicate First Draft of Questionnaire	March 7 1973			
18	72	Send Follow Up Letter	March 15 1973			
7	73	Meet Jr. & Sr. Classes: Study Orientation; Review Letter, Questionnaire	March 21 1973			
8	73	Try Revised Questionnaire on Jrs & Srs	March 23 1973			
9	73	Revise and Duplicate Final Draft of Questionnaire	March 24 1973			
19	72	Analyze Data and Prepare Rough Draft of Report	April 1 1973			

Composite
Flow Chart For
Follow-up Activities Schedule

Class of 1972 & 1973

Stage	Class	Activity	Date to Start	Date of Completion	Person Responsible	Check when done
20	72	Type and Duplicate Final Draft of Report	April 15 1973			
10	73	Meet Seniors and Review Revisions of Questionnaire and Get Mailing Addresses	May 1 1972			
21	72	Submit Report to Staff and Seek Reactions	May 7 1973			
22	72	Submit Report to Seniors and Get Reactions	May 15 1973			
23	72	Summarize and Evaluate Staff and Student Reactions	June 1 1973			

Dear _____,

Your former school is interested in improving its various programs. You can help!

. Will you please take a minute from your busy schedule to complete and return the attached self-addressed card?

When you are near by drop in for a visit. We would enjoy seeing you.

Sincerely,

_____
Principal

Name _____ Address _____

_____

Year Left School _____ Graduated: YES or NO (Circle One)

Married _____ Single _____ Maiden Name _____

Have you gone to college? _____ Where? _____

What is your present job? _____

Where? _____

What improvements would you suggest for your high school:

_____

_____

Northwest High School

Dear Graduate,

We are interested in learning how you felt about the classes you took here and any suggestions you have for improving our school program. In the past we have received very useful information from our graduates. We are hoping you will take the brief time to complete this questionnaire and return it to us. If you have additional suggestions or comments which you would like to share with us, we would be glad to receive a supplemental letter, signed or unsigned.

Feel free to contact us at any time if there is something we can do to be of assistance to you.

Sincerely, The Northwest H.S. Follow-up Committee

Present full-time occupation _____ Married ____ Single ____

Type of program you were on while at Northwest? College Bound ____ Non-College Bound ____

1. Of the high school classes which you took, which class was the most helpful? _____
2. Of the high school classes which you took, which class was the least helpful? _____
3. What was the most enjoyable class activity you had? _____
4. Check which areas you wished your teachers had stressed more.

Getting along with others ____
Developing my values and attitudes ____
Developing courteous behavior ____
How to solve my problems ____
Developing study skills ____
Independent studies ____
Developing a hobby ____
Speaking with ease with one or more people ____
Reading well enough to meet my needs ____
Writing well enough to meet my needs ____
Enough math to meet my needs ____
Job interview and application ____
Research papers ____
Getting into college ____
First aid skills ____
Health Problems ____
Physical fitness ____

Unionizing worker rights ____
Consumer rights and protection ____
Insurance ____
Social services ____
Welfare ____
Legal and judicial process ____
Income t[illegible] and taxation ____
Hourly wage, overtime ____
How to invest money ____
Loans, installment, use of credit ____
Banking and checking ____
Budgeting ____
Housing ____
Exploring possible careers ____
Planning a career that best suits me ____
Courses to prepare me for my occupation (list) _____
_____

60

Northwest School District
4000 Van Horn Road
Jackson, Michigan 49201

NONPROFIT ORG.
U.S. POSTAGE
PAID
Jackson, MI.
Permit No. 132

Student Address

Fold

Fold

Northwest School District
4000 Van Horn Road
Jackson, Michigan 49201

Regular
Stamp

NORTHWEST HIGH SCHOOL

4200 VAN HORN ROAD

JACKSON, MICHIGAN 49201

NORTHWEST HIGH SCHOOL

Dear 1973 Graduate,

Last spring when you were among the graduation excitement, we indicated to you that we would be contacting you in late November. We are preparing to send out the follow-up questionnaire to you and want to be sure that we have your correct address.

If you have a different address, have a new married name, or will have a different address by the end of January 1974, please complete the card below and return it to us immediately. If you have NO address change, you need to do nothing; you will be receiving the questionnaire in January.

Sincerely,

Linda Noble, Counselor

___ ___ ___ ___ ___ ___ ___ ___

My address has changed, or by January, will be changed to:

Name _____ _____
Maiden Name

Address _____ _____

_____ (Zip) _____

Northwest High School
4200 Van Horn Road
Jackson, Michigan 49201

Stamp

Please return to sender if incorrect address.

Stamp

Northwest High School
4200 Van Horn Road
Jackson, Michigan 49201

ST. CLAIR, MICHIGAN PUBLIC SCHOOLS

A FOLLOW-UP STUDY OF FORMER STUDENTS

What year did you leave St. Clair High School? _____

Name: Mr. / Mrs. / Miss _____ (optional) Present Address _____ (optional)

Married / Girls _____ (Write maiden name here -optional) City _____ State _____

Phone _____ (If no phone, write "none") Date this is filled in _____

1. What is your present employment status?
   - a. ___ Employed for wages, full time
   - b. ___ Employed for wages, part time
   - c. ___ Unemployed and seeking work
   - d. ___ In Armed Forces
   - e. ___ Housewife
   - f. ___ In school full time

   Give name and location of school now in:

   Name of School _____ Location _____

   How long after leaving high school did you enter this school? _____

2. If you are employed, give:
   - a. Name of employer _____
   - b. Business or product _____
   - c. Kind of work you do: (Describe)
     - (1) ___ Executive _____
     - (2) ___ Professional _____
     - (3) ___ Managerial _____
     - (4) ___ Skilled labor _____
     - (5) ___ Clerical _____
     - (6) ___ Common labor _____
     - (7) ___ Other _____
   - d. How long a period of time elapsed between the end of your high school education and your first job?

     (1) ___ 0 to 3 months (2) ___ 4 to 6 months

     (3) ___ 12 to 18 months (4) ___ Months

3. How did you obtain your first position after leaving high school?
   - a. ___ Through family or friend
   - b. ___ Public employment agency

     Where located? _____

c. ____ Private employment agency

d. ____ Newspaper advertisement

e. ____ Through the school

What person in school? _____

f. ____ Found it yourself

4. If employed **full time**, what is your weekly wage range?

a. ____ $21-$30 c. ____ $41-50 e. ____ over $60

b. ____ $31-$40 d. ____ $51-$60

5. List the jobs you have held since leaving school

Employer	Kind of Work	Length of Employment

6. To what extent is your present job like the type of work you thought you would follow when you left high school?

a. ____ Didn't have any definite ideas about this work while in high school.

b. ____ Not related at all.

c. ____ Is somewhat related.

d. ____ Closely related, but not what I expected.

e. ____ Exactly the kind of a job I thought I would get.

7. What is the relation of your high school training to your present job?

a. ____ No relation at all.

b. ____ Gave me a general background.

c. ____ Gave me a specific preparation.

8. What high school subjects have been **most** helpful to you in your present job?

_____

9. What high school subjects have been **least** helpful to you in your present job?

_____

10. What subjects do you think would have been helpful to you that were **not** offered in high school?

_____

11. How well are you satisfied with your present job?

a. ____ Very dissatisfied.

b. ____ Somewhat dissatisfied.

c. ____ Indifferent.

d. ____ Reasonably well satisfied.

e. ____ Highly satisfied.

12. To what extent has the counseling you received in high school been helpful to you? (Counseling here means help by teachers and principal with educational, vocational, and social problems.)

a. ___ Didn't have any in high school
b. ___ It wasn't helpful at all
c. ___ Very little help
d. ___ Some help
e. ___ Extremely helpful

13. To what extent do you feel a high school should attempt to help its students solve their educational, vocational, and personal problems?

a. ___ None
b. ___ Very little
c. ___ Some
d. ___ Much
e. ___ Very much

14. How much help did you receive from your high school teachers in choosing and planning for an occupation?

a. ___ None
b. ___ Very little
c. ___ Some
d. ___ Much
e. ___ Very much

15. What were the outstanding qualities of the teacher you remember as having been most helpful to you while in high school?

a. ___ Fairness
b. ___ Sense of humor
c. ___ Presentation of subject matter
d. ___ Appearance
e. ___ Pleasing personality
f. ___ Made you work hard
g. ___ Other: _____

16. If you are employed in some community away from St. Clair give your reason for leaving.

a. ___ No opportunities in what I wanted to do
b. ___ Left because my family moved away
c. ___ Didn't like the community
d. ___ Wanted to live where I now am
e. ___ Other reason: _____

17. If you attended college after graduation from high school, which of your high school experiences do you feel were most helpful?

a. ___ College preparatory courses
b. ___ Extra-class activities (band, athletics, dramatics, etc.)
c. ___ Learning to get along with others
d. ___ Counseling by faculty members
e. ___ Personal associations with certain teachers
f. ___ Other: _____

18. If you attended school after leaving high school, give the following information:

How long did you go? _____ Months

Degree or diploma received _____

Give type and name of school:

College _____

Trade School _____

Business School _____

Adult Evening School _____

Correspondence course _____

Employer's training program _____

Other _____

Do you think the high school should have provided the kind of further training you have taken since leaving school?

Yes No

19. List the social, civic, religious, and other similar organizations to which you now belong (indicate any offices you hold or have held in these)

20. List your present hobby or hobbies

21. If you are married, please answer the following questions:

a. At what age did you marry?

b. Did you marry a former student of this high school?

c. How many children do you have

22. If you have any other suggestions that would improve our high school program, indicate below or on another sheet of paper.

Happy Birthday to You!

Your High School Alma Mater
Sing's this Birthday song to you.
With a heart full of good wishes,
And abiding friendship, too, -
Hoping you will make her happy,
And will thrill her heart anew,
By responding to the questions
On this card she sends to you.

STAMP

ST. CLAIR SENIOR HIGH SCHOOL

2200 CLINTON AVENUE

ST. CLAIR, MICHIGAN 48079

What are you doing now? Please check.

School ☐ Employed ☐ Unemployed ☐

Armed Forces ☐

Where?

Will you please keep your school informed if you change your address?

Name Address

STAMP

STUDENT ADDRESS

VE-4045-A
8/73 69

Michigan Department of Education

FOLLOW-UP SURVEY OF 1973 GRADUATES

PLEASE RETURN THE COMPLETED FORM TO

Name of High School Contact Person		Telephone: Area Code – Local Number	
Address	City	State	Zip Code

PURPOSE The purpose of this questionnaire is to gain information for planning Vocational programs and curriculum. The information you return will be used for educational purposes only. Your cooperation is greatly appreciated.

Part 1. HIGH SCHOOL DATA

DIRECTIONS FOR PART I

Everyone should complete Part I.

NAME	Last	First	Middle Initial	Maiden Name
CURRENT MAILING ADDRESS	Street		City	State / Zip Code
MARITAL STATUS: [ ] Married [ ] Single	Sex: [ ] Male [ ] Female		Age as of October 1, 1973: (21)	

1. My overall high school grade (9–12) average was
(Check ONE only)
- 25 [ ] A
- [ ] B
- [ ] C
- [ ] D or below

2. Please check the major area(s) of the courses you completed during high school (Grades 9–12).
(Check ALL that apply)
- 25 [ ] Business
- 26 [ ] College Preparatory
- 27 [ ] General
- 28 [ ] Vocational (either vocational courses in your high school or an area vocational center)
- 29 [ ] Other (specify) _____

3. Check the THREE high school courses that helped you most in what you are now doing.
(Check THREE only)
- 30 [ ] Art–Music
- 31 [ ] Business
- 32 [ ] English (communications)
- 33 [ ] Language
- 34 [ ] Mathematics
- 35 [ ] Science
- 36 [ ] Social Studies
- 37 [ ] Vocational
- 38 [ ] Other (specify) _____

4. When you graduated from high school, did you have a definite JOB in mind that you wanted to make your life's work or expected to have for a few years?
- 39 [ ] Yes If yes, what was the title of the job? (specify) _____
- [ ] No

5. If you answered "YES" to item 4, do you feel your high school courses related to the job goal?
- 40 [ ] Yes
- [ ] No

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Part 2. EMPLOYMENT

DIRECTIONS FOR PART 2

If you are working at a paid job now (other than military) or if you have been working at a job in the last month, complete PART 2.
If you are not working (other than military) at a paid job, go directly to PART 3.

NOTE: If you are working at more than ONE job, answer the questions on the job which is MOST important to you.

1. Name and address of firm employing you

Name of Firm	Address	
City	State	Zip Code

2. Title of present job or job held in the last month _____

3. Do you feel that your present job or the job you held in the last month relates to your job goal identified in Item 4, Part 1?
- [ ] Yes
- [ ] No

4. Who assisted you in getting the job listed in Item 2?
(Check ALL that apply)
- [ ] School counselor
- [ ] Friend
- [ ] Private employment agency
- [ ] Public employment agency
- [ ] Relative
- [ ] School placement office
- [ ] Teacher
- [ ] Want ad
- [ ] Other (specify) _____

5. How many WEEKS were you unemployed prior to beginning the job listed in Item 2?
(Check ONE only)
- [ ] I started the job u or to graduation
- [ ] 1–2 weeks
- [ ] 3–4 weeks
- [ ] 5 weeks or more

6. What is the average number of hours that you work per week?
(Check ONE only)
- [ ] 30 hours or more
- [ ] 20–29 hours
- [ ] 10–19 hours
- [ ] 1–9 hours

7. What is your average weekly pay before deductions?
(Check ONE only)
- [ ] $140 or more
- [ ] $120–$139
- [ ] $100–$119
- [ ] $80–$99
- [ ] $60–$79
- [ ] Less than $60

8. Which ONE of the following best describes how well your high school courses have helped you in the job listed in Item 2?
(Check ONE only)

5x [1] I find that most of my high school courses have helped in the work I am now doing.
[2] I find that about 1/2 of my high school courses have helped in the work I am now doing.
[3] I find that about 1/4 of my high school courses have helped in the work I am now doing.
[4] I find that less than 1/4 of my high school courses have helped in the work I am now doing.

9. How many miles is your job location from where you lived at the time you graduated from high school?
(Check ONE only)

5x [1] 0–15 miles
[2] 16–30 miles
[3] 31–45 miles
[4] 46–75 miles
[5] More than 75 miles

10. How many miles do you now live from your job location?
(Check ONE only)

5x [1] 0–15 miles
[2] 16–30 miles
[3] 31–45 miles
[4] 46–75 miles
[5] More than 75 miles

7

Part 3. POST HIGH SCHOOL EDUCATION

DIRECTIONS FOR PART 3

If you are now attending a school or enrolled in a training or apprentice program, PLEASE COMPLETE PART 3.
If you are NOT attending a school or enrolled in a training or apprentice program, PLEASE GO DIRECTLY TO PART 4.

1. Name and location of school, training or apprentice program you are presently enrolled in:

Name of School, Training or Apprentice Program	City	State

2. What type of school, training or apprentice program are you attending?
(Check ONE only)

5x [1] 2 year community or junior college
[2] 4 year college or university
[3] Business school
[4] Trade school
[5] Correspondence school
[6] Other (specify) _____

3. Which of the following best describes how much time you are a student?
(Check ONE only)

5x [1] Full time
[2] 1/2 Time
[3] Less than 1/2 time but more than 1/4 time
[4] 1/4 Time or less

4. How long will it take to finish the program you are enrolled in?
(Check ONE only)

5x [1] Less than 1 year
[2] 1–2 years
[3] 2–3 years
[4] 4 years or more

5. Who assisted you most in enrolling in the school, training or apprentice program listed in item 1?
(Check ALL that apply)

50 [ ] School counselor
51 [ ] Friend
52 [ ] Parent
53 [ ] School principal
54 [ ] Teacher
55 [ ] Training or apprentice program recruiter
56 [ ] Other (specify) _____

6. Do you feel that your participation in this school, training or apprentice program relates to your present job goal?

57 [ ] Yes
[ ] No

7. Is your present school training or apprentice program two years or less (i.e., will it prepare you for a specific vocational or technical job upon completion)?

58 [ ] Yes
[ ] No

8. Which ONE of the following best describes how well your high school courses have he ed you in the school, training or apprentice program?
(Check ONE only)

59 [ ] I find that most of my high school courses have helped in the program that I am in now.
[ ] I find that about 1/2 of my high school courses have helped in the program that I am in now.
[ ] I find that about 1/4 of my high school courses have helped in the program that I am in now.
[•] I find that LESS than 1/4 of my high school courses have helped in the program that I am in now.

Part 4. MILITARY SERVICE

DIRECTIONS FOR PART 4

If you are now or will be in the military service prior to January 1, 1974, please COMPLETE PART 4.
If you are not and will not be in the military service prior to January 1, 1974, PLEASE GO DIRECTLY TO PART 5.

1. What branch of the military service are you in, or will be in prior to January 1, 1974?
(Check ONE only)

60 [ ] Air Force
[ ] Army
[ ] Marine Corps
[•] Navy
[ ] Other (specify) _____

2. How many years will you be in the service?
(Check ONE only)

61 [ ] 2 years
[ ] 3 years
[ ] 4 years
[•] 5 years
[ ] More than 5 years

3. Are you at this time attending school (college level or training program)?
(Check ONE only)

62 [ ] Yes
[ ] No
[ ] Not presently, but will attend prior to completion of military service.

4. If you checked "YES" to item 3, will the school, training or apprentice program prepare you for an occupation when you leave the service?

63 [ ] Yes (specify the occupation) _____
[ ] No

Part 5. UNEMPLOYED

DIRECTIONS FOR PART 5

If you are now unemployed, PLEASE COMPLETE PART 5. THEN LIST YOUR COMMENTS IN PART 6.
Everyone should complete PART 6.

1. Which of the following best describes your present job status?
(Check ONE only)

Yes
- [ ] I am not employed. I am looking for a job.
- [ ] I am not employed. I am not looking for a job.
- [ ] I am a student as my primary activity.
- [ ] I am a homemaker as my primary activity.
- [ ] I am temporarily not seeking employment, but I expect to seek employment in the future.
- [ ] Other (specify) _____

2. If you are looking for a job, how many places have you applied for employment?
(Check ONE only)

Yes
- [ ] 0–2
- [ ] 3–5
- [ ] 6–7
- [ ] More than 7 places

3. How long have you been unemployed?
(Check ONE only)

Yes
- [ ] Less than 1 month
- [ ] 1–2 months
- [ ] 3–4 months
- [ ] More than 4 months

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Part 6. COMMENTS

DIRECTIONS FOR PART 6

Thank you for your cooperation in completing this questionnaire. If you would like, write any comments you have in the space below.

SCHOOL USE ONLY

1. O.E. Code ____

2. Program
[1] Preparatory
[2] Cooperative

3. Work-related to training
[1] Yes
[2] No

4. Post-secondary training related to training
[1] Yes
[2] No

5. Vocational Education graduate
[1] Yes
[2] No

6. Attended an area vocational center
[1] Yes
[2] No

7. Participated in the PART G Cooperative during high school program
[1] Yes
[2] No

Follow-up Activities Schedule

Activity	Date to Start	Date of Completion	Person Responsible	Check when done